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which describes the German Elementary and Higher Schools. In his treatment of the training of teachers, the author emphasizes the importance of uniting theory and practice; and he states that this is accomplished in Germany, largely, through the work of the "Seminarjahr." In Chapter XI a plan is outlined for providing a similar training for American teachers which calls for the co-operation of the high schools and the universities. This plan has good points and is certainly worthy of a trial.

With the exception of the above idea, which is constructive on the formal side, at least, the work is devoted largely to descriptions of existing educational machinery. The contribution of the author is the suggestion of a modification in the machinery and an outline of a plan for making the change. The weakness of the volume, from the standpoint of the reviewer, is the fact that educational machinery is treated as an end in itself, or, if means, means in relation to university instructors and high school teachers, means of affording them employment rather than means in the hands of teachers for the rendering of a larger social service. Consciousness is focussed upon teaching as a vocation which affords a man a sense of security, rather than upon teaching as means of developing young people, and contributing to their growth and efficiency in dealing with the problems of life. In short, the book is formal and academic in character, and it would seem to perpetuate the idea that the teaching profession dwells apart from the world behind "cloistered walls."

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Bryce, James. *The American Commonwealth.* 2 vols. Pp. xxii, 1704. Price, \$4.00. New York: Macmillan Company, 1910.

The appearance of a new edition of Bryce's "American Commonwealth" is an event of real importance to students of politics, especially when as thorough a revision has been undertaken as in this edition of 1910. The work now occupies an unique position in the literature dealing with the political institutions of the United States. In the secondary schools as well as in the universities, it has furnished the basis for elementary courses in civics as well as for the advanced courses in political science. No one author has ever exerted quite the same influence on the teaching of politics. The calm, dispassionate manner with which every important public question is discussed, the clear, concise analysis of the form and operation of our institutions give to this work an epoch-making place in the literature of political institutions. Mr. Bryce was one of the first to show us the wide gap existing between the form of our institutions and their operation. From the publication of the first edition of his work dates the tendency to study our institutions in their actual operation rather than as a mere framework of government.

In this new edition the same judicial and yet sympathetic tone prevails as in its predecessors. Mr. Bryce is keenly alive to the shortcomings of our

institutions, but with this recognition there is combined a strong faith in the ultimate success of the great experiment in democracy that is being carried on in the United States.

Throughout the work the data have been brought up-to-date. In addition, four new chapters have been added. In the first of these the author deals with the situation created by the great influx of immigration during recent years. He takes an extremely hopeful view of the situation, and is inclined to agree with those who think that the rapid assimilation of the foreign population will ultimately solve all the more serious problems which the influx of immigrants presents.

Another new chapter is entitled "Reflections on the Negro Problem." Here again the author discards or brushes aside the pessimistic forebodings of some recent writers, and dwells on the progress that has been made by the negro within recent years. In dealing with this as with many other national questions, Mr. Bryce looks forward rather than backward, concentrating attention on the favorable outcome, if the present rate of advance is maintained.

The question of direct legislation by the people, through the referendum, the recall and the initiative is the subject of another chapter, in which the author discusses the new views with reference to direct popular control that have recently been incorporated into state constitutions through constitutional amendments. The chapter limits itself, however, to a statement of facts without expressing any judgment on the significance or the outcome of the movement.

Mr. Bryce has also supplemented the chapter on universities, contained in the edition of 1903, in a new chapter which contains some further observations on the growth of the higher institutions of learning of the United States. The high esteem in which the author holds American institutions has not been in any way diminished by his observations of the last twenty years. He has been profoundly impressed with the increasing influence of the universities of the United States on the life of the nation. The description of university development during the last twenty years indicates how closely the author has kept in touch not merely with the facts of university development but with the spirit of university growth in the United States.

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Carlyle, R. W., and Carlyle, A. J. *A History of Mediaeval Political Theory in the West.* 2 vols. Price, \$3.50 each. New York: G. P. Putnam's Sons, 1909.

The work done on these two volumes extends over a decade. They are of unusually uniform grade throughout and form the best general summary in English of the disordered, formalistic and still formative period of political thought extending from the second century to the thirteenth. The work therefore hardly fits its title. It begins before the middle ages and the dis-